

## PERSONALITY TRAITS SHAPED BY FAMILY BACKGROUND: A NEW PERSPECTIVE IN SOCIAL PSYCHOLOGY

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### ABSTRACT

This paper explores the relationship between social and cultural capital and personality traits. To this end, a Persian translation of the Social and Cultural Capital Questionnaire (SCCQ) was administered to a sample of 403 university students majoring in English as a Foreign Language and Persian Language and Literature. In addition, the participants were asked to complete the NEO Five Factor Inventory (NEO-FFI) so that the researchers could examine the best predictors of students' personality traits in terms of the ten factors identified for the SCCQ, namely, literacy, parental consultation, family-school interaction, family support, extracurricular activities, family relationship, parent-school encouragement and facility, cultural activities, peer interaction and religious activities. To see whether there is any significant relationship between learners' social as well as cultural capital and their personality traits, Pearson product-moment correlation was applied to the data. The results showed significant correlations between SCCQ and NEO factors. Then, the Multiple Linear Regression Analysis was run in order to find the best predictors of personality types in terms of social and cultural capital factors. Results revealed that the SCCQ factors were strongly predictive of personality traits. Finally, statistical results were discussed.

**KEYWORDS:** Personality types, NEO, Big Five, Social status

### INTRODUCTION

The sociology of education has been defined differently as to its nature, scope, importance, or role. Chandra and Sharma (2004, p. 121) quote three definitions of the sociology of education in order for us to better understand the nature, scope and importance of the subject: Brown's definition: the study of individual and his interaction with his cultural environment; Carter's definition: the study of those parts of sociology which are of significance for educational purposes; Ottoway's definition: the study of the ways in which society affects and determines the nature of education. On the other hand, Bourdieu and Passeron (1990, p. 71), describe the role of the sociology of education as explaining the relations between cultural reproduction and social reproduction. That is, the educational system reproduces the structure of power relationships that exists between different classes in society. The educational system performs this task by re-producing the structure of the distribution of cultural capital among different classes, hence revealing the logic for the relations found between the academic success of children and the social position of their families.

Another field of study which is narrower than the sociology of education is Social Psychology. Social psychology is "the scientific investigation of how the feelings, thoughts, and behaviors of individuals are influenced by the actual, imagined, or implied presence of others" (Jowett & Lavallee, 2007, p. xi). As an interdisciplinary field, social psychology brings together sociologists and psychologists (Bruhn, 2009, p. 2).

Personality is a psychological trait that explains a great part of individual differences. Although personality is often viewed as stable patterns of behaviors or traits (Chamorro-Premuzic & Furnham, 2005, p. 1) and as habits of social importance that are stable and resistant to change (Hunt, 2007, p. 58), others like Cooper (2002; as cited in Dörnyei, 2005, p. 14) contend that in addition to considering biological and stable factors, we should further focus on the *development* of personality which involves

the consideration of environmental factors pertaining to the nature of the home in which a particular person was raised as a child.

No study, to the researcher's best knowledge, has been done to date to investigate the role of students' social and cultural capitals in their personality types. Thus in this paper, the effect of students' social as well as cultural capital on their personality is examined.

#### Theoretical and Empirical Foundations

In the paragraphs that follow, the researcher will refer to the terms cultural and social capital as defined by Pierre Bourdieu. Next, empirical findings pertaining to three streams of research which are most relevant to the present study are reviewed. Finally, it is hypothesized that different levels of cultural and social capital may have differential effects on students' personality traits.

Cultural capital refers to a certain linguistic and verbal knowledge which, according to Bourdieu (1986), exists in three forms: long-lasting dispositions of body and mind (Embodied state of cultural capital); cultural goods such as pictures, paintings, books, monuments, instruments, writings, machines, dictionaries, etc. (Objectified state of cultural capital); and academic qualifications and degrees (Institutionalized state of cultural capital).

Social capital is "the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition \_ or in other words, to membership of a group \_ which provides each of its members with the backing of the collectively-owned capital, a 'credential' which entitles them to credit, in the various senses of the word" (Bourdieu, 1986, p. 248). Social capital might include: number of close friends, presence of two parents at home, number of siblings, extracurricular activities, church attendance, parent knowledge of children's friends, parents' employment, parent monitoring and involvement in education, etc.

Having reviewed the related literature, the researcher identified three streams of research studies. To have a bearing on these streams, I believe, can help further understand the aim and the direction of the present study. The first stream pertains to the works conducted to date on the relationship between students' types of personality and their academic achievement. The second stream refers to the research studies which have focused on the relationship between students' social status (as determined by their levels of social and cultural capital) and their academic achievement. The third stream is concerned with the researches which had examined the relationship between students' social status and some of their psychological traits. These reviews of the related literature clearly show that there is a lack of research on the relationship between students' social status and their types of personality.

#### Prediction of academic achievement by personality

There have been a number of studies done to try to examine the effects of personality traits on students' academic achievement, in general, and on their second language learning, in particular. In an attempt to investigate the relationship between extraversion, English language proficiency and academic achievement, Kiany (1998) used the Eysenck Personality Questionnaire (EPQ) for measuring extraversion and two standardized tests for language proficiency (TOEFL and IELTS). Negative relationships were found both between extraversion and students' GPAs, and between extraversion and their subscores on tests of language proficiency. Chamorro-Premuzic and Furnham (2003a) did a longitudinal study to explore the relationship between personality and academic performance. Academic performance was measured by students' exam marks and their performance on a final-year project. For measuring personality, the researchers used the NEO Five-Factor Inventory-Revised. The results revealed that conscientiousness was positively, but neuroticism was negatively, related to academic achievement. In another study with British university students, Chamorro-Premuzic and Furnham (2003b) showed that conscientiousness was positively correlated with examination grades, but neuroticism and extraversion were negatively related with examination performance. In their attempts to examine the relationship between personality and academic performance, Duff, Boyle, Dunleavy, and Ferguson (2004) compared Scottish university students' grade point average (GPA) at the end of an academic year with their scores on the Big Five personality factors as measured by Cattell's 16PFi. Similar to the above-mentioned studies, conscientiousness was best correlated with

academic performance. In a similar vein, Bratko, Chamorro-Premuzic, and Saks (2006) investigated the relationship between Croatian pupils' personality and their school performance. They matched students' grades with their scores on the Five Factor Personality Inventory. Based on the results of their study, conscientiousness was found to be the most significant personality trait in explaining academic performance. Extraversion, however, was negatively correlated with school grades. Laidra, Pullmann, and Allik (2006) studied the role of personality in Estonian schoolchildren's academic achievement. They considered students' grades in several academic subjects as indicators of academic achievement, while using the NEO Five Factor Inventory for measuring personality. Academic achievement was best predicted by three dimensions of personality, namely, openness, agreeableness, and conscientiousness. Neuroticism, however, was found to have a negative relationship with academic achievement.

#### Prediction of academic achievement by social status

There has been a large body of research investigating the role of social and cultural capital in students' academic success, in general, and in their academic achievement and attainment, in particular. Smith, Beaulieu, and Israel (1992), for example, explored the effect of family socioeconomic status on the probability of high school students' dropping out of school. They found that higher levels of Socioeconomic Status (SES) were negatively associated with students' dropping out of school. Another study conducted by Sandefur, Meier, and Hernandez (1999) examined the effect of social capital on the probability of students' graduation and entering a post-secondary education. They concluded that social capital had a significant impact on high school graduation and college attendance. Israel, Beaulieu, and Hartless (2001) did a study to investigate the effect of social capital on promoting educational achievement among public school students. They showed that social capital (both family and community) influenced high school students' educational achievement. Conversely, Crosnoe (2004) observed that students' distant relationships with parents would result in declining their academic achievement, a finding which highlighted the importance of the interplay of family and school as main sources of providing social capital. Different dimensions of social capital (e.g. individual and family characteristics, school experience, and participation in extracurricular activities) were taken into consideration by Israel and Beaulieu (2004) to see if they had any effect on students' academic achievement and their staying in school. The results of their study confirmed the hypothesis that families, schools, and communities play important roles in students' academic success and, as a result, their staying in school. Having refined the social capital theory with the concept of alignment between parents' and adolescents' goals and actions, Kim and Schneider (2005) sought to find out the effect of social capital in the transition to postsecondary education. The results indicated that this conception of social capital increased students' chances of attending a postsecondary institution in the year after high school graduation. In an attempt to examine the relationship between social capital and students' scores on mathematics, Bassani (2006) surveyed students of three countries from three different continents. Significant associations were found between students' social capital and their math scores. Robert (2008) conducted a research to see the effect of social capital on students' reading performance. He focused on three indicators of social capital as independent variables: parent-child relations in the family, teacher/school-pupil relations, and parent-school relations. The results showed that parental academic interest and teacher-student relationship were significantly related to students' reading performance. In another study, Wells (2008) defined student persistence as enrollment at any postsecondary educational institution, and found that both cultural and social capital had positive associations with student persistence. In a similar vein, Eng (2009) focused on several dimensions of social capital (e.g. parents' academic involvement, parents' educational aspirations, family demands, parent-teacher relationship, and parent-relative relationship), and found that both family and school social capital were significantly associated with students' academic achievement. On the other hand, Merenluoto (2009) worked on several variables of cultural capital (e.g. father's education level, mother's education level, previous school success, and the importance placed on cultural activities) and sought to find out the effect of these variables on graduate students' academic success. It was revealed that cultural capital had a positive effect on students' success and attainment in higher education.

#### Prediction of psychological traits and mental states by social status

With regard to the effect of social status on people's mental states and their psychological traits a considerable amount of research has been carried out. McNeal (1999) investigated the role of parental involvement in students' science achievement, truancy, and dropout; he observed that parent-child discussion and involvement in parent-teacher organizations had differential effects on students'

cognitive and behavioral outcomes in such a way that parental involvement was a salient factor in explaining behavioral outcomes. In their attempts to examine the relationships between thinking styles, self-esteem, and students' socio-economic status, Zhang and Postiglione (2001) conducted a survey on university students of Hong Kong. The results of their study confirmed their initial hypotheses that socio-economic status (e.g. father's educational level and family income) are related to judicial, hierarchical, oligarchical, global, and external thinking styles, and also to self-esteem. Focusing on social class differences, Lareau and Weininger (2003) observed that a mother from a working-class family with a low level of cultural capital had great difficulty in comprehending jargons used by her child's teacher and, as a result, she did not have the self-confidence to challenge the teacher and fight for her child.

In another study, Phongsavan, Chey, Bauman, Brooks, and Silove (2006) examined the effects of three dimensions of social capital, namely feelings of trust and safety, neighborhood connections and reciprocity, and community participation, on Australian adults' psychological distress. They found out that the first two dimensions of social capital were associated with lower levels of psychological distress. Using cross-sectional data from four countries, De Silva, Huttly, Harpham, and Kenward (2007) sought to find out if there was any relationship between social capital and mental health. Their results showed that social capital was associated with reduced levels of mental disorders. In a similar vein, Lofors and Sundquist (2007) analyzed the association between linking social capital (i.e. the amount of trust between individuals and societal institutions) and mental disorders such as depression and psychosis, and concluded that having lower levels of linking social capital were strongly associated with hospitalization due to depression or psychosis.

The role of social capital in reducing psychological distress was investigated by Scheffler, Brown, and Rice (2007). They found out that social capital was negatively associated with psychological distress. Steinfeld, Ellison, and Lampe (2008) did a longitudinal study to examine the association of self-esteem and social capital. They analyzed data from the users of a popular online social network site, namely Facebook. Their results indicated that there was a significant relationship between social capital and users' self-esteem. Their analysis also revealed that students with lower self-esteem gained more from the social interactions through Facebook than higher self-esteem students, for the former's use of this social network might have mitigated their fears of rejection which normally would arise when they come out of the virtual world and into the real one.

In an attempt to explore the relationship between social capital and employee burnout, Boyas and Wind (2010) focused on six dimensions of work-based social capital, namely trust, social relations, organizational commitment, communication, influence, and organizational fairness and their relationship with emotional exhaustion and depersonalization, two core dimensions of burnout. The results of their study revealed that both dimensions of burnout were negatively associated with some aspects of work-related social capital. In another study, Epcacan and Epcacan (2010) did a study to find if socio-economic and cultural factors have an effect on students' reading comprehension self efficacy perception. The results of their study highlighted the role of family environment and the habits of buying newspaper and reading books together with the occupation of family in students' self-efficacy perception of reading comprehension. Walsh, Harel-Fisch, and Fogel-Grinvald (2010) conducted a cross-national survey in 41 countries with the aim of examining the roles of parental involvement, monitoring and support at school, peer connectedness, and teacher support in school-aged children's (both natives and immigrants) mental well-being. The results showed that stronger relationships with parents, teachers and peers had a significant effect on children's mental well-being, and that those children whose parents had little opportunity to monitor and support them, especially immigrants, were more likely to become psychologically distressed and engage in problematic behaviors.

To the researcher's best knowledge, no study has been conducted to date in the field of social psychology to investigate the role of social capital as well as cultural capital in students' types of personality. Thus, in this study the researcher seeks to explore the role of social and cultural capital dimensions in types of personality with regards to students majoring in English as a Foreign Language (EFL) and Persian Language and Literature.

#### Purpose of the present study

This study pursues the role of students' social and cultural capital in their personality. Therefore, this research is conducted to find out answers to the following questions:

Q1: Is there any significant relationship between students' cultural capital and their personality?

Q2: Is there any significant relationship between students' social capital and their personality?

#### METHODOLOGY

##### Participants

A sample of 403 people participated in this study, comprised of 319 females (79%) and 84 males (21%) between the ages of 18 and 43 ( $M = 21.91$ ,  $SD = 3.44$ ) in Mashhad, Iran. All of the participants were university students attending three universities in Iran, majoring in English as a foreign language (230) and Persian language and literature (173).

##### Instrumentation

Two instruments were used to collect the data: the Persian adaptations of NEO- Five Factor Inventory (NEO-FFI) and of Social-Cultural Capital Questionnaire (SCCQ).

##### NEO Five Factor Inventory (NEO-FFI)

The Persian adaptation of NEO Five Factor Inventory (Costa & McCrae, 1992) was used for measuring personality. The NEO-FFI is a self-report paper and pencil questionnaire which covers the five main domains of the Big Five model. The five dimensions of personality measured by this inventory are: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. The inventory consists of 60 items that are scored according to the Likert- type scale of five points ranging from "strongly disagree" to "strongly agree". Each personality dimension on this inventory is measured by 12 items. The reliability and validity of this inventory were also examined in Iran by Garousi, Mehryar & Ghazi Tabatabayi (2001). Cronbach's Alpha coefficients were between 0.66 and 0.87 and the inventory was validated through criterion-related validity with coefficients between 0.65 and 0.76.

##### Social and Cultural Capital Questionnaire (SCCQ)

The Social and Cultural Capital Questionnaire (SCCQ) designed by Khodadady and Zabihi (In press) consists of 35 items among which 11 deals with cultural capital and the remaining 24 concern social capital. The items are scored according to the 6-point Likert scale ranging from (1) "never" to (6) "always". The participants were required to read the items one by one and indicate whether they had experienced the states or undertaken the actions brought up by each item. The first statement, for example, read: I enjoy listening to classical music. After reading the statement, the participants had to specify whether they always, usually, often, sometimes, seldom or never enjoyed listening to classical music. The questionnaire falls into ten subscales, namely, literacy, parental consultation, family-school interaction, family support, extracurricular activities, family relationship, parent-school encouragement and facility, cultural activities, peer interaction and religious activities. Cronbach's Alpha for the whole items of SCCQ was 0.87. Likewise, the social capital subscale enjoys a high reliability, i.e., 0.86. However, the relatively moderate reliability of the cultural capital subscale, i.e., 0.76, is acceptable because it is almost half the length of the social capital subscale and thus its length has affected its reliability coefficient.

##### Procedures

The aforementioned instruments, i.e., NEO-FFI and SCCQ, were distributed among 403 students from three universities of Mashhad, a city in north-eastern Iran. The instruments were administered to them and they were asked to fill them out. The administration phase occurred during class hours by prior arrangement with the instructors.

For obtaining the internal consistency of the Social and Cultural Capital Questionnaire (SCCQ), the Cronbach Alpha reliability estimate was used. The data gathered from the two questionnaires was entered into and processed with SPSS 16 program. To investigate the role of learners' social and cultural capital in their personality types, Pearson product-moment correlation was applied to the data. Moreover, the researcher used The Multiple Regression Analysis with a Stepwise Method to detect the best predictors in personality types in terms of social and cultural capital scores.

## RESULTS

### Correlations between SCCQ and NEO-FFI factors

To see whether there is any significant relationship between learners' social as well as cultural capital and their personality traits, Pearson product-moment correlation was applied to the data. The results showed significant correlations between SCCQ and NEO factors as follows:

The results indicated that there is a significant negative correlation between Neuroticism and Literacy ( $r = -0.133$ ,  $p < 0.01$ ), Family-School Interaction ( $r = -0.127$ ,  $p < 0.05$ ), Extracurricular Activities ( $r = -0.121$ ,  $p < 0.05$ ), Family Relationship ( $r = -0.185$ ,  $p < 0.01$ ), Cultural Activities ( $r = -0.141$ ,  $p < 0.01$ ), and Peer Interaction ( $r = -0.165$ ,  $p < 0.01$ ).

Furthermore, significant positive correlations were found between Extraversion and Parental Consultation ( $r = 0.224$ ,  $p < 0.01$ ), Family-School Interaction ( $r = 0.145$ ,  $p < 0.01$ ), Family Support ( $r = 0.357$ ,  $p < 0.01$ ), Extracurricular Activities ( $r = 0.324$ ,  $p < 0.01$ ), Family Relationship ( $r = 0.350$ ,  $p < 0.01$ ), Parent-School Encouragement and Facility ( $r = 0.222$ ,  $p < 0.01$ ), Peer Interaction ( $r = 0.228$ ,  $p < 0.01$ ), and Religious Activities ( $r = 0.250$ ,  $p < 0.01$ ).

However, only four of the SCCQ factors proved to have significant correlations with Openness, namely, Literacy ( $r = 0.350$ ,  $p < 0.01$ ), Extracurricular Activities ( $r = 0.136$ ,  $p < 0.01$ ), Parent-School Encouragement and Facility ( $r = 0.237$ ,  $p < 0.01$ ), and Cultural Activities ( $r = 0.251$ ,  $p < 0.01$ ).

On the other hand, Agreeableness was significantly correlated with most of the SCCQ factors: Parental Consultation ( $r = 0.203$ ,  $p < 0.01$ ), Family-School Interaction ( $r = 0.116$ ,  $p < 0.05$ ), Family Support ( $r = 0.140$ ,  $p < 0.01$ ), Extracurricular Activities ( $r = 0.104$ ,  $p < 0.05$ ), Family Relationship ( $r = 0.275$ ,  $p < 0.01$ ), Parent-School Encouragement and Facility ( $r = 0.119$ ,  $p < 0.05$ ), Peer Interaction ( $r = 0.145$ ,  $p < 0.01$ ), and Religious Activities ( $r = 0.160$ ,  $p < 0.01$ ).

Finally, Conscientiousness was found to be highly correlated with most of the SCCQ factors, namely, Literacy ( $r = 0.114$ ,  $p < 0.05$ ), Parental Consultation ( $r = 0.353$ ,  $p < 0.01$ ), Family-School Interaction ( $r = 0.225$ ,  $p < 0.01$ ), Family Support ( $r = 0.238$ ,  $p < 0.01$ ), Extracurricular Activities ( $r = 0.272$ ,  $p < 0.01$ ), Family Relationship ( $r = 0.238$ ,  $p < 0.01$ ), Parent-School Encouragement and Facility ( $r = 0.251$ ,  $p < 0.01$ ), Peer Interaction ( $r = 0.147$ ,  $p < 0.01$ ), and Religious Activities ( $r = 0.202$ ,  $p < 0.01$ ).

Table 1 summarizes the correlation coefficients obtained between the factors of the SCCQ and those of the NEO Five Factor Inventory.

Table 1. Correlations between SCCQ and NEO-FFI factors

No	Factors	N	E	O	A	C
1	Literacy	-.133**	.060	.350**	.040	.114*
2	Parental Consultation	-.070	.265**	.068	.203**	.353**
3	Family-School Interaction	-.127*	.145**	.007	.116*	.225**
4	Family Support	-.080	.224**	-.004	.140**	.238**
5	Extracurricular Activities	-.121*	.324**	.136**	.104*	.272**
6	Family Relationship	-.185**	.350**	.085	.275**	.238**
7	Parent-School Encouragement and Facility	-.084	.222**	.237**	.119*	.251**
8	Cultural Activities	-.141**	.021	.251**	-.002	-.003
9	Peer Interaction	-.165**	.228**	-.065	.145**	.147**
10	Religious Activities	-.072	.250**	-.066	.160**	.202**

N = Neuroticism; E = Extraversion; O = Openness; A = Agreeableness; C = Conscientiousness.

\*\*. Correlation is significant at the 0.01 level (2-tailed), \*. Correlation is significant at the 0.05 level (2-tailed).

## Prediction of personality traits in terms of social and cultural capital factors

The researcher used Multiple Linear Regression Analysis in order to find the best predictors of personality types in terms of social and cultural capital factors (table 2).

Table 2. Personality traits in terms of social and cultural capital factors

Predictors	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F	P	B
<i>Neuroticism</i>						
Family relationship	0.185	0.034	0.032	14.210	0.00	-0.162
Peer interaction	0.230	0.053	0.048	11.173	0.01	-0.126
Cultural activities	0.261	0.068	0.061	9.720	0.01	-0.124
<i>Extraversion</i>						
Family relationship	0.350	0.123	0.120	56.056	0.00	0.297
Extracurricular activities	0.457	0.208	0.204	52.655	0.00	0.229
Peer interaction	0.474	0.225	0.219	38.525	0.00	0.127
Religious activities	0.484	0.234	0.226	30.383	0.02	0.107
<i>Openness</i>						
Literacy	0.350	0.123	0.120	56.000	0.00	0.296
Parent-school encouragement and facility	0.377	0.142	0.138	33.129	0.00	0.268
Family support	0.410	0.168	0.162	26.871	0.00	-0.200
<i>Agreeableness</i>						
Family relationship	0.275	0.075	0.073	32.727	0.00	0.260
Religious activities	0.304	0.093	0.088	20.404	0.00	0.132
<i>Conscientiousness</i>						
Parental consultation	0.353	0.125	0.123	57.144	0.00	0.247
Extracurricular activities	0.393	0.155	0.151	36.630	0.00	0.187
Family relationship	0.407	0.166	0.160	26.467	0.02	0.117

As it is shown in Table 2, neuroticism had 6% of the total variance ( $R^2 = .06$ ,  $p < .05$ ), using a combination of family relationship, peer interaction, and cultural activities. Having a low level of family relationship, peer interaction, and a low tendency to engage in cultural activities were the best predictors of high scores in neuroticism.

Extraversion had 23% of the total variance ( $R^2 = .23$ ,  $p < .05$ ), using a combination of family relationship, extracurricular activities, peer interaction, and religious activities. Having stronger relationships and interactions with family and peers, together with engagement in extracurricular and religious activities were associated with high scores in extraversion.

Openness had 16% of the total variance ( $R^2 = .16$ ,  $p < .05$ ), using a combination of literacy, Parent-school encouragement and facility, and family support, a high degree of which were the best predictors of high scores in openness.

Agreeableness had 9% of the total variance ( $R^2 = .09$ ,  $p < .05$ ), using a combination of family relationship and religious activities. Having stronger family relationships and engagement in religious activities were the best predictors of high scores in agreeableness.

Conscientiousness had 16% of the total variance ( $R^2 = .16$ ,  $p < .05$ ), using a combination of parental consultation, extracurricular activities, and family relationship. In other words, high scorers in conscientiousness were those who enjoyed higher degrees of parental consultation and relationship, and also those who engaged themselves in extracurricular activities.

## DISCUSSION

As stated earlier, the dearth of research in social psychology has led the researcher to undertake an investigation into the relationship between Iranian university students' social and cultural capital and

their personality traits. As it was shown in table 3, there were significant correlations between the ten factors of SCCQ and the five subscales of NEO Five Factor Inventory. Having conducted the regression analysis, researchers found a high predictive power in social and cultural factors, i.e., Literacy, Parental consultation, Family-school interaction, Family support, Extracurricular activities, Family relationship, Parent-school encouragement and facility, Cultural activities, Peer interaction and Religious activities, on which five personality traits, i.e., Neuroticism, Extraversion, Openness to experience, Agreeableness, and Conscientiousness, were regressed (table 4). For example, the highest scores in Family relationship, Peer interaction, and Cultural activities were in association with low scores in neuroticism. The finding that social relationship and interaction are negatively associated with neuroticism is to some extent similar to those obtained in other studies (Phongsavan, Chey, Bauman, Brooks, & Silove, 2006; Lofors & Sundquist, 2007; Scheffler, Brown, & Rice, 2007). Those people who have stronger ties in society and with other people are less likely to become neurotic, and are generally less worrying, bad-tempered, anxious, or depressed (Dörnyei, 2005). Moreover, other studies have found that neuroticism was negatively related to academic achievement (Chamorro-Premuzic & Furnham, 2003a; Chamorro-Premuzic & Furnham, 2003b; Laidra, Pullmann, & Allik, 2006).

On the other hand, high scores in Family relationship proved to be important in predicting high scores in three personality traits, namely, Extraversion, Agreeableness, and Conscientiousness. Moreover, the highest scores in Family relationship, Peer interaction, and Extra-curricular activities were strongly associated with high scores in Extraversion. In other words, those people who are more engaged in social activities, those who have stronger ties with the community in which they live, and those who care for social relations with other people tend to be more extrovert; that is, they are more sociable, gregarious, active, assertive, passionate, and talkative (Dörnyei, 2005). Moreover, they tend to be respected by the society in which they live, and also they understand that they have a responsibility towards other members of the community.

As it was previously mentioned, cultural capital refers to a certain linguistic and verbal knowledge which derives from long-lasting dispositions of body and mind, possession of cultural goods, academic qualifications and degrees (Bourdieu, 1986). In our study, highest scores in Literacy and Parent-school encouragement and facility, which are subscales of cultural capital, were associated with highest scores in Openness to experience. This finding shows that those people who enjoy higher levels of linguistic proficiency and verbal knowledge, those who possess or are able to understand and use a variety of cultural goods (e.g. books, paintings, monuments, instruments, pictures, and pieces of music), and those who are more academically oriented and intellectually gifted are more open to experience; that is, according to Dörnyei (2005), they are more concerned with factors such as fantasy, aesthetics, feelings, actions, ideas, and values.

Dörnyei (2005) contends that high scorers in agreeableness are friendly, good-natured, likeable, kind, forgiving, trusting, cooperative, modest, and generous. Not surprisingly, the only two independent variables which entered the regression model in the present study were Family relationship and Religious activities. That is, the best prediction of high scores in agreeableness was produced by high scores in Family relationship and Religious activities. It may be concluded that the ties in a family, or social relations, which bind family members to one another, and also engagement in religious activities are associated with a person's level of trust, straightforwardness, altruism, compliance, modesty, and tender-mindedness, and hence, his/her agreeableness in a given group or society. Agreeableness is found to have an important role in students' academic achievement (e.g. Laidra, Pullmann, & Allik, 2006).

In most of the studies which attempted to examine the role of personality traits in academic achievement, conscientiousness was found to be the best predictor of academic success (Chamorro-Premuzic & Furnham, 2003a; Chamorro-Premuzic & Furnham, 2003b; Duff, Boyle, Dunleavy, & Ferguson, 2004; Bratko, Chamorro-Premuzic, & Saks, 2006; Laidra, Pullmann, & Allik, 2006). Conscientiousness, which deals with involvement and fulfillment of rules, was best predicted in the present study by high scores in Parental consultation, Extra-curricular activities, and Family relationship. Therefore, these three factors can help people raise their conscientiousness through reinforcing in them the sense of competence, order, dutifulness, achievement striving, self-discipline, and deliberation, all of which are regarded as requirements for living in a social milieu.



Finally, it is suggested that the door is open for conducting further interdisciplinary research concerning the effects of social and cultural capital on different psychological constructs in different contexts in order to come up with a comprehensive picture of the applications of Bourdieu's theories.

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